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Universal Education—The Safety of a Republic.

VOL. XXI.

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No 11

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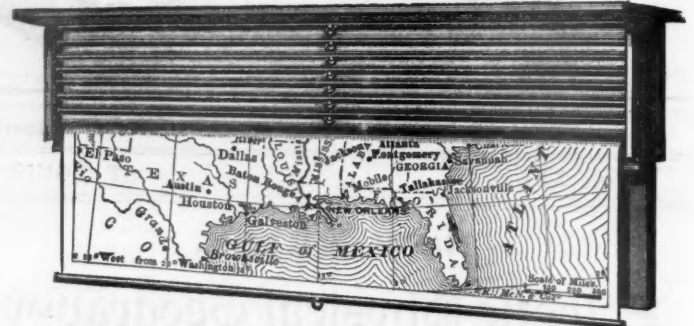
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ST. LOUIS, NOVEMBER 9, 1888.

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TABLE OF CONTENTS.

Editorial Notices.....	3
Object Teaching.....	3
How the Money Goes.....	4
Why Not?.....	4
Presidential Tickets.....	4
Look Ahead!.....	4
Political Education.....	5
An Advance Step.....	5
How It Is Done.....	6
Tennessee.....	6
Washington University.....	7
Reading Circles.....	7
American Education.....	8
The Socratic Method.....	10
A Measure of Seed Corn.....	10
California.....	11
Apply This To The Blair Bill.....	12
Kentucky.....	12
The One Great Need.....	12
Georgia.....	12
North Carolina.....	13
Worth Its Cost.....	13
The Rand McNally Standard Atlas of the World.....	14

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So senseless of expense."

—SHAK.

WE invite attention to the enormous expenditure of the money belonging to the people—at least to items amounting to four hundred and twenty-one millions—and over—but not a cent for the Blair Bill, which has passed the Senate three times, and which would have passed the House of Representatives long ago had it not been for the conspiracy entered into by Carlisle & Co., to prevent its passage.

This vast amount goes as follows:

Agricultural.....	\$ 1,716,010
Army	24,471,300
Diplomatic and Consular	1,428,465
District of Columbia	5,046,410
Fortifications.....	3,972,000
Indian.....	8,260,129
Legislative, etc.....	20,758,178
Military Academy.....	315,043
Navy.....	19,943,389
Pension	81,758,700
Postoffice	60,860,233
River and Harbor.....	22,397,616
Sundry Civil.....	26,245,454
Deficiency, 1887 and prior years.....	3,127,579
Deficiency, agricultural stations	585,000
Deficiency, urgent 1888	6,878,511
Deficiency, Customs, pensions, etc., 1888.....	4,097,158
Deficiency general, 1888 and prior years.....	4,083,223
Miscellaneous	9,091,715
Total regular annual appropriations	305,976,239
Permanent annual appropriations.....	115,640,798
Grand total.....	\$421,617,038

The lion's share of the annual surplus which is so nearly wiped out in this statement, is consumed by appropriations of an extraordinary character, which help the politicians to "fix things" in their "deestricks".

The Blair Bill was ignored, as above stated, by an infamous conspiracy on the part of Speaker Carlisle, in packing a committee who refused to report this bill, although Hon. D. W. Voorhees in his place in the United States Senate said:

"I hail this great measure as the most progressive and powerful movement for reconciliation, peace, and harmony that has been known in the history of this Government.

WHY NOT?

"We turned o'er many books together
He is furnished with my opinion."

—SHAK.

WHY not go to the text-books for "Methods?" These are made now by our wisest as well as our most experienced educators.

The publishers spare no pains or expense in their make up. The paper is the best, the illustrations are, in and of themselves, gems of art; the type is plain and perfect; the binding excellent, and, above all the arrangement carefully graded, so that each step prepares for the next higher and more difficult—all orderly, systematic, helpful.

Why not then use these "Methods?"

We have before us "a Practical Counting-house Arithmetic," of about 500 pages. The Author says, "it has been our aim to present a large number of problems, covering every possible practical exigency that persons would be likely to encounter, and we furnish rules for solving these problems."

There are about twenty of these "examples" or "problems" on every page that would give about 10,000 examples!

Now our schools are to train pupils for the ordinary, and if you please for the extraordinary duties of American Citizenship. There are 3,000,000 copies of arithmetics published every year, made by our best teachers, printed and furnished to teachers and pupils for a very little money. What is true of mathematics is equally true of every other branch of study.

Now we confess we do not see why we should be asked to give space to "Methods" in Arithmetic with this wealth of "examples" and "methods" furnished by the publishing houses.

We think we can use our space to better advantage both for the teachers and the pupils and the people, if we can show them as we have done, that our teachers earn and are entitled to better compensation; that our school terms are too short; that parsimony towards education is liberality towards crime—in other words, it seems to us to be our duty to discuss the various phases of our educational system and

work as a question of political economy.

Consider the small wages paid our teachers; consider the short school terms; consider the ignorance and the indifference of the great mass of the people as to the meagre equipment of those who are not only to obey, but to soon make the laws for the growing and divergent interests of this great people.

Then take into consideration the fact that more than fifty per cent. of the children of school age do not attend school at all because there is no room provided for them and no teacher provided to instruct them.

Consider the lack of money furnished for education and the vast expenditures for "partisan" purposes. Not a dollar for the "Blair Bill"—but an expenditure the current year and for one year only of \$421,000,000!

With a population only double that of 1860, the expenses are \$421,000,000 or over \$6.70 per head. The population has increased 100 per cent. since the year before the war. The "partisan" expenses have increased over five hundred per cent.

With these facts staring us in the face, we must present reasons and arguments for longer school terms, for better compensation, for the employment of more competent and better educated teachers, for more careful and efficient supervision and for the enlargement of all our plans for the better education of our law-making citizenship.

We cannot waste our time and space on "Methods" as long as the great publishing houses present such complete and comprehensive text-books covering every branch of study, from the "word method" up to differential calculus.

We have secured a few hundred copies of "The Standard Atlas of the World," mentioned on page 14 of this issue, that we are going to give our friends and patrons the advantage of very low rates on it as a Premium with this JOURNAL.

THE one man power in the Congress of the United States, organized by Carlisle & Co., comes to be rather a costly luxury for the tax-payers.

For days before the adjournment of Congress there was no quorum in the House of Representatives.

In the absence of a quorum no business can be done except by unanimous consent, which is also necessary to pass a joint resolution to adjourn sine die. Therefore, as long as there is one member willing to stay and to make others stay, he can keep Congress in continuous session.

We wish the New York World would let a little daylight into this conspiracy, by which the "rules" were so "fixed" as to put the Congress of the United States and the sixty millions of people into the hands of one man. Ignorance costs.

PRESIDENTIAL TICKETS.

"This dear, dear land,
Dear for her reputation through the world."
—SHAK.

TEACHERS, as well as other people, should be so fully posted on "Current Events" as to be able to give the names of the Presidential Candidates of the several parties on the National tickets, and a brief non-partisan résumé of the platform of principles on which they stand.

PROHIBITION.

President—Clinton B. Fisk of New Jersey.

Vice-President—John A. Brooks of Missouri.

AMERICAN.

President—James L. Curtis of New York.

Vice-President—P. D. Wigginton of California.

EQUAL RIGHTS.

President—Belva A. Lockwood of Washington, D. C.

Vice-President—Alfred H. Love of Pennsylvania.

REPUBLICAN.

President—Benjamin Harrison of Indiana.

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President—Grover Cleveland of New York.

Vice-President—Allen G. Thurman of Ohio.

UNION LABOR.

President—Alson J. Streeter of Illinois.

Vice-President—Charles E. Cunningham of Arkansas.

UNITED LABOR.

President—Robert H. Cowdrey of Illinois.

Vice-President—W. H. T. Wakefield of Kansas.

INDUSTRIAL REFORM.

President—Alfred E. Redstone of California.

Vice-President—John A. Colvin of Kansas.

LOOK AHEAD!

"The which observed,
A man may prophesy
With a near aim."

—SHAK.

THE teacher puts into the hand of the pupil the keys of power, bids him for himself unlock the vast treasure-house of knowledge, and above all helps and trains to attention.

Some one has said:

"Attention is the very soul of genius; not the fixed eye, not the poring over a book, but the fixed thought.

It is, in fact, an action of the mind which is steadily concentrated upon one idea, or one series of ideas, which collects in one point the rays of the soul till they search, penetrate, and fire the whole train of its thoughts.

And while the fire burns within, the outside may be indeed cold, indiffer-

ent, negligent, absent in appearance; he may be an idler, or a wanderer, apparently without aim or intent; but still the fire burns within. And what though "it bursts forth" at length, as has been said, "like volcanic fire, with spontaneous, original, native force?" It only shows the intense action of the elements beneath. What though it breaks forth like lightning from the cloud?

The electric fire had been collecting in the firmament through many a silent clear and calm day.

What though the might of genius appears in one decisive blow, struck in some moment of high debate, as at the crisis of a nation's peril?

That mighty energy, though it may have heaved in the breast of Demosthenes, was once a feeble, infant thought. A mother's eye watched over its dawns. A father's care guarded its early youth. It soon trod, with youthful step, the hall of learning and found other fathers to wake and to watch for it, even as it finds them listening to-day.

It went on; but silence was upon its path, and the deep strugglings of the inward soul silently ministered to it. The elements around breathed upon it, and touched it to finer issues.

The golden ray of heaven fell upon it, and ripened its expanding faculties. The swift revolution of years slowly added to its collected energies and treasures, till, in its hour of glory, it stood forth embodied in the form of living, commanding, irresistible sequence.

The world wonders at the manifestation, and says, "Strange, strange, that it should come thus unsought, unpremeditated, unprepared!"

But the truth is, there is no more a miracle in it than there is in the towering of the pre-eminent forest tree or in the flowing of the mighty and irresistible river, or in the wealth and waving of the boundless harvest.

POLITICAL EDUCATION.

"He hath a wisdom that doth guide his valour
To act in safety."

—SHAK.

THE Johns Hopkins University has many and varied claims upon the interest of the general public, and none is so apparent as the monographs prepared under the editorship of Professor Herbert B. Adams. Number XII. Vth Series is devoted to European Schools of History and Politics, which subject is presented by President Andrew D. White.

Incidentally, President White makes various educational observations of general moment. "In dealing with education, codes are made and millions voted with no thorough discussion and the relations of education to industry * * * * * argued with far less care than the location of a canal bridge."

"To any such proper discussion and adjustment of political and social

questions by the people there are two conditions: first, *there must be education of the mass of the citizens*, at least up to a point where they can grasp simple political questions—that is, up to the ability to read; to concentrate and exercise their reasoning powers on simple problems, and to know something of their own country and its relations to the world about it. Such an education is given in the public schools of our country; with such a basis, the first great element in the safety of the nation is reasonably secure."

"I do not contend that our primary education is perfect: its imperfections are evident, but the people are awake to its importance, and show on all sides a desire to continue it; of course, demagogues here and there seek to gain bits of special favor by attempting to undermine the system, but their tendencies are well known, and are steadily becoming better known."

"The second condition of the proper maintenance of the Republic, is suitable instruction for the natural leaders rising from the mass. The rise of such leaders is inevitable; they are sure to appear in every sphere of political and social activity; they come from all classes, but mainly from the energetic less-wealthy classes, from the classes disciplined to vigor and self-denial by poverty."

The Johns Hopkins studies in emphasizing the subject of History and Politics is true to the traditions which insured every Southern man a political education, however ignorant he might be in other directions. With the homogeneity enforced by the disfranchisement of the Southern States, this element of a healthful political life disappeared; for men to whom thrift was the *summum bonum* would not spare time to acquire correct political views.

Now, it is felt that a political education must be communicated and we shall have to find new means to replace the town-meetings, the barbecues and other political teachers institutes of yesteryear.

One feature of the Johns Hopkins administration is specially to be commended: its working in harmony with such means as already exist, instead of dissipating strength in a meaningless rivalry. While it publishes an American Journal of Mathematics, an American Chemical Journal, an American Journal of Philology, etc., it uses, so far as they admit of use, such magazines and journals as already exist. The management of the Johns Hopkins University seems to represent that "New South" which holding fast to what was valid in the former civilization, adds such new elements as can be assimilated."

IGNORANCE is smitten with eternal barrenness; with inability to do or to be anything in the world.

AN ADVANCE STEP.

"And these few precepts in thy memory
See thou character."

—SHAK.

WE think it will be easy to start a Reading Circle in almost every school district in the country this winter.

The excitement of the political campaign will soon be over. The minds of the people have been greatly stirred by political discussions in the newspapers and by the able political speakers of all parties. They will be ready to take hold of quiet and unpartisan reading and to encourage it among the children too.

Get up some Readings and an exhibition or two, run them not over one and a half hours, and keep the rest of the good things for another, and so not tire the people, but keep them interested in your work and in the work done by their children.

Consult the patrons, and if they will consent, charge a small admission fee to secure funds to get books of reference, a standard atlas, books for recitations, etc.

It will be good work for the most part, no matter what the "croakers" may say to the contrary, worthy of attention not only of parents but of all tax-payers.

It will be a good plan to interest the local County papers in your school work as well as in the Reading Circle.

Every teacher is creating an enlarged constituency all the time for the County papers.

Give the editors short items of interest on the growth and progress of the schools.

The children are of more importance than the horses or cattle or sheep or swine—more than all these put together.

Let us all take and hold an advanced position this term over any other in our work inside the school-room, as well as outside and among the people.

THE fact is, that in a Republic like this, indifference to the public welfare and ignorance is a crime, debauching and destroying the character of the people.

The experience of the ages that are past, the hopes of the ages that are yet to come, unite their voices in an appeal to us; they implore us to think more of the character of our people than of its numbers; to look upon our vast natural resources, not as tempters to ostentation and pride, but as a means to be converted, by the refining alchemy of education, into mental and spiritual treasures; they supplicate us to seek for whatever complacency or self-satisfaction we are disposed to indulge, not in the extent of our territory, or in the products of our soil, but in the expansion and perpetuation of the means of human happiness; they teach us to exchange the luxuries of sense for the

joys of charity, and thus give to the world the example of a nation whose wisdom increases with its prosperity, and whose virtues are equal to its power.

To secure these ends they enjoin upon us a more earnest, a more universal, a more religious devotion to our exertions and resources, to the culture of the youthful mind and heart of the nation. Their gathered voices assert the eternal truth that, in a republic, ignorance is a crime; and that private immorality is not less an appropriation to the state than it is guilt in the perpetrator.

THE JOURNAL cannot emphasize too much the authority of the consensus of educated opinion. Legal questions must be settled by lawyers; educational ones by those who have succeeded as educators.

Do not let the machine politicians confuse the issue. The legality of the Blair Bill has been pronounced upon by the leading members of the Supreme Court. The political aspects have been settled by successive congresses without distinction of party. The sectional question has been passed upon alike by representatives from the North and from the South. The existence of the surplus has never been denied. The needs of the South have not been disputed even by those opposed to the passage of the Blair Bill.

Do not be befogged by suggestions of unconstitutionality or of a patriarchal government

SENATOR VEST seems likely to have a successor in the line of oratory. Professor J. P. Blanton of the Kirksville Normal is making quite a reputation as a felicitous and effective speaker. Of his effort at the recent Masonic conclave the *Globe-Democrat* says:

"It was a general address on the subject of Masonry, embracing a consideration of the four cardinal virtues—temperance, fortitude, prudence, and justice. It was an admirable oratorical effort, carefully prepared and eloquently delivered."

WE have a very attractive and a very USEFUL Premium to give with THIS Journal.

Teachers and others can add very materially to their income by sending for circulars and sample copies. Enclose a 2 cent stamp.

OUR constituency point to established facts and to actual results to show that wherever a copy of the AMERICAN JOURNAL OF EDUCATION is circulated and read it will make from a dozen to twenty solid intelligent friends of good schools, who favor longer school terms and a more adequate compensation for our competent teachers.

IGNORANCE makes resistance against justice, right, reason and intelligence. Away with it.

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J. B. MERWIN..... } Editors.

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To determine upon attainment frequently becomes attainment itself among your pupils.

THERE is no calamity for the individual, the State, or the Nation like ignorance.

SAY to the children that the world is advancing, and they must equip themselves not only to advance with it, but to avail themselves of all that is to be gained by this advancement.

AFTER you read this JOURNAL pass it over to your neighbor. It is sure to make a dozen or twenty intelligent friends of good schools. One of our subscribers says: "My JOURNAL looks as if it had been struck by a cyclone," writes one of the leading teachers of Arkansas.

"It has been read and clipped all to pieces. Please send me half a dozen more copies of the last issue. I enclose \$1.00. J. H. C.

HOW IT IS DONE.

"Put in every honest hand a whip
To lash the rascals naked through the world."

THE readers of the JOURNAL may not be familiar with Woodrow Wilson's "Congressional Government," a work which explains fully the methods of Congressional legislation. Still even though the facts may be known to some of our readers, we think it worth while to reproduce them.

"The Speaker of the House of Representatives stands as near to leadership as any one. * * * Everybody knows that he is a staunch and avowed partisan, and that he likes to make smooth, whenever he can, the legislative paths of his party. * * * He is the great party chief. "The Chairmen of the Standing Committees do not constitute a co-operative body like a ministry. They do not consult and concur in the adoption of homogeneous and mutually helpful measures; there is no thought of acting in concert. Each Committee goes its own way at its own pace. * * * The privileges of the standing committees are the beginning and the end of the rules * * * The House both deliberates and legislates in small sections.

The fate of bills committed is generally not uncertain; as a rule, a bill committed is a bill doomed."

From this it will at once be seen

that the organization has reference solely to the control of legislation and not at all to its expedition. Hence the party in power needs only the appointment of the chairmen of the various committees and the efforts of the minority are futile.

In the case of the Blair Bill, for instance, the will of Speaker Carlisle has prevented all consideration of the measure, and defeated the will of the people by the continuous delays of the unscrupulous politician. A measure which has thrice been passed by the Senate—each time by an increased majority—and which would, if submitted, have passed the House, has time after time been defeated, and the will of the people defied by the power of the speaker over the Committees.

It is natural for the politician, as for the merchant, manufacturer, or other man, to consider his opportunities rather than his responsibilities. But it is foolish for the people to submit where they both can and should command. Instruction in Civics for children is all well enough, but the crying need of the present is an awakening of the intelligence of those who are not children.

The people have only to demand reform and convince the politicians that they are in earnest. From his very nature the politician bows humbly to the will of the people whenever he finds himself unable to determine this.

The methods of the caucus should be confined strictly to questions of party campaigning, and not be tolerated in questions of legislation.

Congress has attempted to soothe the people by unreasonable appropriations for public buildings and the improvement of unused rivers and harbors. It has not objected to expenditures, even though evidently wasteful—but in obedience to the whim of Speaker Carlisle, the Committee has refused to bring before the House a measure which was distasteful to the Speaker and assured of a majority of the votes. Had there been a majority against the Blair Bill, it would have been promptly reported and defeated.

Committee legislation was devised for expediting business by having it presented in final shape; it has been perverted into a means for blocking the game of the majority.

As Sydney Smith once asked when a committee for laying a wooden block pavement, kept delaying action: "We have only to put our heads together, and the thing is accomplished." But 401 out of 60,000,000 are in Congress; not more than 2,000 can hope to be in Congress; why then should the millions who are not aspirants tolerate methods of legislation which result in an absolute monarchy without the responsibility of the absolute monarch?

A MOB is darkness.

MANY of our teachers not only read, but circulate, copies of this JOURNAL among the people and school officers with the very best results.

"We need to reach the people more with our educational papers," writes one of the teachers of central Arkansas.

TENNESSEE.

VANDERBILT UNIVERSITY at Nashville, has begun its fall term under most auspicious circumstances. A finer body of students has never been enrolled at this well-known institution of learning. One fact is worthy of note: Young men who design making teaching a profession are admitted to free tuition in the Academic Department. Many annually avail themselves of this rare privilege, and great benefit is resulting from this liberal policy on the part of University. Young men from all parts of the country are invited to avail themselves of this privilege.

ONE of our leading city Superintendents writes us as follows under date of Oct. 15th, 1888.

Dear Editors: The last issue of the AMERICAN JOURNAL OF EDUCATION is filled so full of good things which should be read by every teacher of the state, that I hope an extra effort will be made to put it before them. I have had such a treat in reading it that I could not rest until I sat down and penned you my thanks.

Your appreciation of "Methods" I fully endorse. There is so much nonsense about "Methods" that patience itself is exhausted.

I read Dr Harris' article with great profit and most heartily agree with it. He is not only one of our most practical, but one of our ablest, educators, and his statements are always instructive and fundamental.

Indeed I place him at the head of the educational world to-day. He is always broad, solid and philosophical. His ideas of "text books" and of "object teaching" meets my hearty approval. We thank you for his articles. You render the teachers and the people a great service in presenting them."

A. B. C.

THE G. P. Putnam's Sons have begun a new edition of Irving—the Katrina—and the "Sketch-Book" will find many new readers now that it can be obtained as a pocket edition.

No publishing house in the U. S. is so uniformly excellent in quality of matter and form of presentation as G. P. Putnam's Sons.

THE AMERICAN JOURNAL OF EDUCATION is more than a technical journal and will be found to have interest for those who care to consider the more general questions of education. The September number for instance, contains epigrams by W. M. Bryant which have both local and intrinsic interest.

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A SMALL expenditure in advertising in a judicious selection of newspapers is often contemplated by persons who have not a clear idea as to what publications should be taken or the cost; they consequently find a difficulty in carrying out the plan without having the cost exceed the amount contemplated. Such persons do well to send the copy of the advertisement and a check for the amount of money to be used, to Geo. P. Rowell & Co's Newspaper Advertising Bureau, 10 Spruce St., New York, and leave the selection of papers and the number of insertions in each to be determined by their experience and judgment. In that way the advertiser gets the best service possible for the money he expends, and the work is promptly done—no time being lost in correspondence.

WASHINGTON UNIVERSITY.

"I have begun to plant thee,
And will labor to make full of growing."
—SHAK.

THE labor of building a university must be that of more than one man. Among those who have contributed most to the repute of Washington University is Professor Wm. B. Potter. Professor Potter was born in 1846 at Schenectady, N. Y.; was graduated when 23 years of age, and has since been connected with the Washington University.

His affability, attainments and industry have won for him personally all that one could desire.

As a member of the Faculty he has not contented himself with excellence as an instructor, but has used his time, energy and private means in advancing the best interests of the institution.

To the community, he has not simply proved a valued citizen, but he has done much to render St. Louis a centre for mining interests. This he has accomplished by furnishing in his own person a fully competent and trustworthy metallurgist, and by the establishment of the most complete assaying and smelting works.

Moreover, in doing this, he has related the work of the student to the interests of active life, and thus strengthened alike the respect for higher education, and the soundness of the education itself. Visitors to St. Louis, who would acquaint themselves with its attractions, must do more than look at its buildings and drive through its parks; they must examine its industrial life. To teachers nothing can be of greater value than an intelligent acquaintance of work such as that of Professor Potter; for, as we have said, it represents the identification of intellectual and industrial interests, and it shows how educational work can be rationalized and industrial work elevated by the resources of science.

W. J. S. BRYAN, Assistant Principal of the St. Louis High School, is a product of our public schools. Completing the course at the High School in 1869, Mr. Bryan entered the Washington University whence he graduated four years later with the highest honors. He then was appointed a teacher in the High School, and for fifteen years has given the best of his life to the interests of that institution.

Mr. Bryan's education did not cease with the attainment of his diploma, for he was one of those teachers who constantly deepened his work by farther study.

The variety and excellence of his attainments is quite remarkable, though his absorption in his daily work and his entire freedom from self-assertion, have possibly prevented his value being fully appreciated.

As President of the Alumni association he has opportunity for the dis-

play of no common ability as a speaker. As assistant editor of *The Western*, he demonstrated his rare felicity as a writer. As an assistant he had put beyond question his power as a director; and all who have been brought into communication with him have recognized his high claims as a Christian gentleman.

Mr. Bryan was looked upon as the probable selection for the principalship of the High School, when, in 1887, a vacancy occurred; but a sudden resolution to unite the management of the High and Normal Schools, led the Board, at the last moment, to abandon their previous resolution.

In all movements that have had for their object the improvement of community interests, Mr. Bryan has been an unselfish and tireless worker, and the community owes even more than it knows to the presence of so faithful, wholesome, earnest and active laborer.

The JOURNAL has urged upon its readers the excellence of self-improvement as the shortest course toward the improvement of others; and the truth that the teacher, not the method is the essential factor in education. Knowing Mr. Bryan to represent what the JOURNAL would see all strive for, it repeats its lesson in this biographical form.

READING CIRCLES.

"He reads much,
He is a great observer,
And he looks quite through the deeds of men."
—SHAK.

THE JOURNAL has frequently called attention to the Chautauqua movement and to other public-spirited undertakings which have for their object the diffusion of knowledge.

The JOURNAL has repeatedly urged the importance of the teacher as the essential factor in education; the need of the teacher for other than technical instruction; and the great part played by general reading. It has more than once urged the formation of local reading clubs and reference libraries, and has endeavored to illustrate the feasibility as well as the value of the undertaking. In addition to calling attention to such current literature as promises to be helpful, the JOURNAL has offered to co-operate with any who feel the need of suggestion. This offer has been made because, in St. Louis, there have been the best results derived from clubs, classes and reading circles; and because St. Louis possesses one of the most complete libraries in the country, itself the result and an illustration of the great and permanently valuable results which may be accomplished by the earnest, persistent efforts of teachers. Moreover, St. Louis contains many excellent special students whose services the JOURNAL can always command in the interest of intellectual progress.

Let not our readers then feel discouraged if their lives are to be pass-

ed in small and non-progressive towns, but let them do their own part towards the formation and maintenance of Reading Circles, and the advantages which they would have will surely be attained.

CHARLES DUDLEY WARNER devotes an article in *Harper's Monthly* for October, to St. Louis and Kansas City. While those living in St. Louis may regret that Mr. Warner's cicerones were those who represent a coterie, they cannot but recognize Mr. Warner's independence of judgment. In particular he arrived by some intuition at the truth that the influence of Dr. W. T. Harris, and of those who gathered about him, had not been destroyed by the dispersion of the men and women who gave character to public education. He perceived also that the best intellectual life of St. Louis found its origin in movements not dictated by self-seeking but in such earnest, honest, scholarly work as is still represented by W. M. Bryant. While much of St. Louis is omitted in Mr. Warner's description, the article will be found of interest by all readers of the JOURNAL OF EDUCATION.

SEND to Lee & Shepard, Boston, for catalogue of their splendid books for the holiday season.

GIVE us in all cases your full name, Mr. or Miss, or Mrs. John Smith; your postoffice, county and state; and we shall answer all letters with promptness and pleasure.

LONG evenings now. Get down the poets—good company; the orators, the story tellers; put yourselves in their precious creations and live in their lives, joy in their joys, and so become the best part of the outside and out-of-sight world. You will find it good to be in this blessed company for awhile.

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THE September "*Shakespeareana*" contains a discussion of "The Ghost in Hamlet;" an account of "Shakespeareana in the British Museum;" notice of "Misprints in Hamlet;" "The Pronunciation of Proper Names;" "What Shakespeare Knew About Horses;" the conclusion of "Theobald's Preface;" and "Hammer's Preface."



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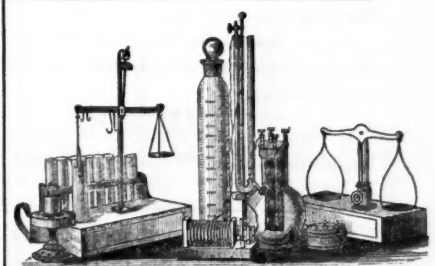
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J. B. MERWIN..... }

WE have not begun to use the power of kindness and kind words in such abundance as they ought to be used in the school-room and out of it.

LEARNING and intelligence add a precious seeing to the eye.

THESE teachers are the arteries of knowledge and transmit it to others.

THE circulation of the AMERICAN JOURNAL OF EDUCATION among the people brings the desired results—longer school terms and better wages for competent teachers.

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OUR Premiums given with the AMERICAN JOURNAL OF EDUCATION are very attractive and very useful. Already a large number of teachers have secured "The Standard Atlas of the World." See page 14, it will pay to look it over carefully.

How careful ought we to be in the school-room of the impressions we make on the child forming as they do to a great extent the ideas of the man.

THOUGHT and intelligence are stronger than Carlisle and his co-conspirators in the House of Representatives in working to defeat the passage of the Blair Bill. The people all over the country want the bill passed, and want the money, \$77,000,000, appropriated for the education of the children—as yet the people are supreme in this country.

Carlisle and Co. may as well remember this fact.

Let us teach the children that we are here to master events and not to follow them.

If we teach the children to merit happiness and success—they are near to both.

WE wish our subscribers and correspondents would write their names in full;—also their post-office address in full, giving the County and State. This becomes necessary in order to answer letters properly. We have a large number of letters remaining unanswered, because the postoffice, or the full address has been omitted.

We have some letters, with three postoffice addresses given—as we cannot "guess" which is the proper post-office we wait for further instruction. One is sufficient, but we must have one with the full name of the person and of the Postoffice with the County and the State.



AMERICAN EDUCATION,

BY DR. WILLIAM T. HARRIS.

(Continued.)

SPIRIT OF THE AGE.

Not only is this the land of individuality, but we are living in an age of individuality. That period in which everything intended for the people was digested by the ruling class and handed down to them from above, has well nigh vanished here. It is disappearing fast, even in Europe.

The age of the newspaper and the telegraph is not the age of prescription, it is not the age of external authority. According to the spirit of the last century, the ruling authority measured out to the people and ordained just how much of this and how much of that should be taught, always, of course, with a view to preserve the existing order of things. A monarchy, aristocracy, or theocracy, found it very necessary to introduce the scheme of external authority early.

We who have discovered the Constitution under which rational order may best prevail by and through the enlightenment and freedom of the individual, we desire in our systems of education to make the citizen as independent as possible from mere external prescription. We wish him to be spontaneous—self-active—self-governing. The government of the United States becomes better in the ratio that the citizen becomes self-directive.

With a race of slaves—a race of men where there is not "one reasoning brain to every pair of hands," but only one brain to a whole "gang" of hands—our form of government would prove a mistake. The modern state, as realized here, is a gigantic system of machinery for the prevention of tyranny. Think of the formalities and routines of the legal process in order that the individual officer shall not display his personality in the functions of his office!

How carefully our race has learned, through centuries of experience, to separate the total function of the government into three processes, and then to take care that different individuals shall perform these processes.

The judge must not be the accuser, nor may the accuser be the judge. The judge may not be the law-maker. The law-maker shall make his laws in accordance with general principles, and not with the particular instance staring him in the face. Besides this, the law-executing power shall be entirely separate from the law-making and law-distributing powers.

The man who fulfils either of these functions cannot incur the personal spite and hatred of the criminal, or of the friends of the criminal.

The great sieve of government has sifted out personalities and left the purely rational element. In like manner, civil society, with its laws and usages, has sifted out the selfishness from the individual before his results reach the community. The wrath of man is turned into praise; the selfishness, the greedy avarice, the ambition of the individual, forces him to labor and toil heroically for the community in order to gain those selfish ends. The individual is therefore obliged to renounce his selfishness in the very act of gratifying it.

The Christian principle of Renunciation: "He who loses his life for my sake shall find it," is here grown into the vital organism of society; and it is well to note that the modern state is only the outgrowth, the realization of the Christian idea. So too is the general system of inter-communication established in our civilization.

The newspaper and the telegraph weave out the net-work through which the idiosyncrasies of selfish bigotry, opinions, conceits and prejudices, are sifted out. Sectionalism and sectarianism vanish before these instrumentalities, and with them disappear the mists of ignorance. The distant is brought near; a kind of omnipresence is attained. The mechanic or common laborer goes to his daily task after reading his morning newspaper, with a consciousness of being a citizen of the world at large; he revolves in his brain the rebellion in China, the earthquake in Chili, the movement of French and Prussian armies, the Council of the Pope, and the last sermon of Brigham Young. Narrowness and meanness are thus eliminated from him, and he becomes a cosmopolitan, a Christian in the most catholic sense of that term.

In our time each family collects its library, counting, it may be, few books, yet these are not insignificant. A few volumes of Humboldt, or Agassiz, or even of Hugh Miller, open the world of natural history. Shakspeare, Goethe or Homer—a single volume of the works of these world poets is enough to lead the reader into the realm of Phantasy. Grote, Gibbon or Hume—who ever reads them thoroughly, need not blush for ignorance of History.

Then, every family owns a Bible,

and it is remarkable that the colloquial English—the vocabulary of our language used in common conversation—is to a large extent the same as that used by the translators of the Bible. This fact shows how constantly the people have read that book.

What is the key to the library? What preparation is indispensable for the individual, in order that he may enter into this communion with humanity, and participate with the wisest and best of his race, though sundered far in time or space? *The printed page is the medium, and the capacity to read and understand it, is the initiation required to enter into this realm of spirit.* Not the mere ability to read the words of a page, but rather the ability to study it, and extort from it its full significance by the crucibles of attention and reflection.

This is the meaning of our system of "text book" education, and it is adapted to the life which the individual must lead in our century. We give the pupil the conventionalities of a perpetual self-education. With the tools to work with—and these are the art of reading and the knowledge of technical terms employed—he can unfold indefinitely his latent powers. Of what use would it be to fill or cram him with knowledge of special departments of science while in our schools? How much better this power of getting information when and where he needs it! The attempt to pour into him an immense mass of information, by lectures and object lessons, is ill adapted to make the practical man, after all. Mere oral instruction is at best like the fitting out of an emigrant train with an immense supply of sawn lumber, and a store of grain or flour to last for years. Text-book education, on the contrary, is like loading the train with saw-mills and grist-mills, steam engines and seed-planters and reapers, with a view to make lumber from the forests in the distant home as it shall be needed, and to gather harvests there by the aid of the tools transported thither.

THE LIBRARY of modern times is, as we said before, what the University was of old. In the library, and by it, are made the learned men of the present. The pride of America is her self-educated men. All our educated men are in one sense SELF-educated; for we adopt here that system of education which does not so much pour in preconceived theories, and fill up the mind of the pupil with ready-made doctrines, as it trains him in the method of mastering the printed book. With the acquirement of this—and sometimes an earnest mind gets this in a few months at school—the pupil goes forth and carries on his culture independently.

Who are our learned men, and how much do they owe of their learning to universities? Even in England, who was it that wrote the greatest History

of Greece the world has produced as yet? Grote was a business man, and had a slight school education to start with; but his volumes have served to instruct the professors of Universities concerning the very details of their own special theme!

But the method of teaching? The how to study? We are continually told of the mere memorizing of the words of a book, and of its evil effect. There are, it must be confessed, large numbers of teachers whose teaching is little better than the lifeless revolution of a treadmill. Their influence in keeping the profession of teaching at a low grade of estimation in the community, cannot be counteracted. Whatever they do is in the style of a half-learned trade. They "keep school," or the "school keeps them," and know nothing outside of the book—no, not even that—they do not know what is in the book unless it is open before them. Such teachers are, however, eminent in one thing, to-wit: dogmatism. They crush out every spark of originality in their pupils to the extent of their ability. Since they do not readily command the respect of their pupils, they endeavor to excite their fear. They are apt to become cowardly and cruel, oppressing the weak but obsequious toward the powerful. These men bring odium on the very name of *pedagogue*. They are instanced by the enemies of our system as the necessary results of text-book instruction. It is supposed by many that these are the proper representatives of what we consider the true standard of pedagogy. It is supposed that the American ideal of teaching is found in the teacher who sits behind the desk and asks printed questions of the pupils, one after another, and requires the literal answer as it is printed in the book, no variation being allowed; that no explanation is made by the teacher, and no pains taken to ascertain whether the pupils understand what they repeat verbatim. With such a view of our system it is not surprising that Europeans have hitherto cared but little to look into it for a deeper and truer idea. They have supposed that all the evils would vanish at once if our teachers only adopted a different system—the oral method.

A moment's reflection will convince one that the treadmill teacher who "reads no more than what he teaches," would be vastly more injurious to the pupil were he not tethered to a text-book. To what extremities his ignorance and dogmatism would lead can not be readily conceived by those who are not old enough to remember the oldest fashioned school of this country. Those who do remember that school have a vivid recollection of what dogmatism was in the days before text-books had come into frequent use.

The evils of the text-book system,

great as they are, are not to be compared with those of the oral method. Even by the *memorizing* plan the pupil is obliged to concentrate his attention and arouse himself to hard work, while by the oral method he does not acquire the habit of *regular systematic* study, even though he may foster brilliant, flashy habits of mind.

The true mode of teaching does not rely upon the memory nearly so much as the object lesson system. The recitation is consumed in analyzing and proving the lesson so as to draw out all its relations and implications. The child shall see what it is while reading a book to have every faculty awake, and to notice all that is contained directly and indirectly in it. After the first lesson the pupil does not skim over the mere surface so confidently. He knows that the teacher will ask more of him. He learns gradually to dive for the hidden essences, and reproduce from the text the whole idea which lived in the author's mind. The parrot repetition is checked—the good teacher will have none of it; the nooks and corners must be all investigated—every possible view implied in the lesson dragged out and discussed before the class—and thus the pupil is transformed into student who possesses the alchemy to convert dead parchment into sibylline leaves; and, by the spell of mental discipline, to cause the old enchanter who wrought the characters that conceal his thoughts in the mysterious vesture of winged words, again to stand before him and reveal his secret.

Self-determination—the direction of one's own practical endeavor—this I know to be the object aimed at in our schools, not only in the theoretical spheres, but in the sphere of the Will. He is not counted a good teacher who flogs his pupils into good behavior; for all know that such good behavior upon *constraint* is not permanent. The "form of Eternity" is a self related one. The teacher who elevates his pupils to a feeling of their own responsibility, is the one that all value. Under him pupils feel that it is a disgrace to allow any one to govern them except themselves, and accordingly they take the matter into their own hands, and become free by acting like freemen.

This feeling of responsibility is so remarkably developed in our population that it attracts the first attention of foreigners who visit our shores. It is observable that children, even in earliest infancy, do not rest in that perfect feeling of security which comes from implicit trust in outside protection. The necessity for self-help makes its way into the consciousness of the child before it can fairly walk alone.

The immense weight of responsibility which oppresses the individual causes this influence to descend hereditarily to the children. Indeed, an edict has gone forth to the New

World in our Declaration of Independence: "Woe unto that head which cannot govern its pair of hands." Unto the lower races who fail in this, it reads the sentence: If you cannot direct your own hands by your own intelligence you only encumber the ground here, and can remain by sufferance in this place only so long as land is cheap. You must move back into the wilderness, like the Indian, or else absorb our culture and become intellectually productive, or else—die out. This is the judgment pronounced by the Anglo Saxon upon the lower races. It seems cruel—nay, the cruellest edict ever proclaimed by a civilized race. It is not the way of the Spaniard: the Frenchman can get along with inferior races; the Spaniard can actually mingle with lower races and lose his identity. But the rule with the Anglo Saxon is otherwise. He does not esteem mere life—animal life as such—worth preserving. It is only intelligent—rational—life that is sacred. But with this cruel alternative he offers to the lower race the highest boon as reward for his efforts in self-culture—he offers him free participation in the freest and highest civil community.

Thus it is that the period of school education is so much more important in America than elsewhere. As a simple creature of habit—with such education as one derives from the family nurture alone—a man stands a poor chance of being highly valued here. Only in proportion to his directive power, is he likely to obtain recognition. We can make a *Machine* that will perform mere mechanical labor—one steam engine can do the work of a thousand men. The activity of our citizens is perforce turned into higher channels. The workman in his shop is known to be an American by his quick comprehension of the machinery over which he is placed. He not only studies to improve the product, but to improve the machine that makes the product. It is the age of comprehension. The back-woodsman can read Plato and Aristotle—it has been done by him. The mechanic can master La Place and Newton. It has been done. Even an American lady, resident in Lowell, Massachusetts, threaded all the intricate mazes of La Place's *Mechanique Celeste*. What lofty goals beckon on the American youth! What teachers we need for the work of their instruction! not the cramping, formalistic pedants who stifle all enthusiasm in the souls of their pupils, but true living teachers are needed.

The model teacher is a student himself, and because he is growing himself, he kindles in his pupils the spirit of growth—free from narrow prejudices, his very atmosphere disenthalls the youth entrusted to his charge. Animated by a lofty faith, all his pupils reflect his steadfastness and earnestness, and learn the great lesson of

industry and self-reliance—thus preparing themselves for the life of free men in a free state.

[It is to be borne in mind that Dr. Harris is held up to the community as a metaphysician, and then metaphysics treated as though calculated to disqualify its disciples for clear thinking. As a matter of fact, however, it is because of his cast of mind that Dr. Harris has been attracted to metaphysics as showing the *fundamental principles of all thinking*. This habit of thought, transferred to educational topics, replaces the study of expedients and the multiplication of methods by a knowledge of principles and a regard for phenomena only as these exhibit principles. As a consequence, Dr. Harris is easily the soundest of educational writers, and his success as an original metaphysician is of less moment than his singular comprehension and clear fundamental statement of educational problems.—Eds.

THE G. P. Putnam's Sons have established so secure a reputation for submitting to the public works only which are worthy of its attention that each new issue excites interest.

As No. 48 of their "Questions of the Day Series," they offer "the President's Message 1887, with annotations" by R. R. Bowker. For the student of social questions the pamphlet will be found to have high value as presenting data and statistics not otherwise easily accessible. As an illustration of the value of the foot notes mention may be made of the one upon the "surplus."

By surplus revenue is meant the money which annually remains in the Treasury of the United States after the officers of this Department have collected the taxes laid on the people by the laws of Congress and have paid all the expenses and obligations of the Government except principal of the interest-bearing debt.

Each year for two years there has been such a surplus—he least \$2,344,882.20 (1874)—the greatest \$145,513,810.71 (1882). The total of this surplus 1866-7 is \$1,491,845,953.12.

The *River and Harbor Bills* have since 1880 appropriated:

1880	9,577,494
"	8,976,500
"	11,451,300
"	18,988,875
1885	14,928,300
1886	
1887	14,464,900

The *Pork Bill* for public buildings threatens to rival the *River and Harbor Bill*. The Senate through July 1887 has passed public building bills aggregating \$9,723,000.

READING Circles, teachers and pupils want and can get "The Standard Atlas of the World," now, on such terms as to make it an object to try. Send stamp for circulars and sample copy of this JOURNAL.

ILLINOIS EDITION American Journal of Education.

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E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN

EVERY kind of instruction is due the people—industrial, political, moral, social, artistic, musical—the more the better and the safer—democracy needs light.

HONESTY, integrity and truth are the vital concern of all men.

THIS broader culture and larger intelligence induced by the Reading Circle will enable our teachers and their pupils to see things in the light in which others see them, and so help to form higher intellectual and moral standards.

WE become great as teachers not by putting impressions into the mind, but by drawing them out.

THE present enrollment of the Illinois State Normal University, Edwin C. Hewett, President, at Normal, Illinois, exceeds 700 pupils. About 400 are in the Normal department proper.

Certainly this speaks volumes for the interest the people take in this Institution, and it is very effective testimony to the solid work and worth of Dr. Hewett and his able faculty.

THERE is nothing too high or too good for the people. Let our teachers do their best, all the time.

LET us educate the conscience as well as the intelligence.

WE agree fully with our valuable contemporary, the New England Journal of Education in its statement, that

"America, more than any other nation, needs a public school system, and she will have it in all her future. There is no more danger to the system than there is to the permanency of the government itself."

What man deviseth gentle for to be,
Must all his wits address;
Virtue to love, and vices for to flee,
For unto virtue belongeth dignity.

—CHAUCER.

POLITICAL economy, philosophy, art, virtue, the law of right as a motive power—all these follow as a result of common school education. The school is worth all it costs.

OUR teachers open out of this darkness of ignorance, vistas of light which bring strength and power.

INTELLIGENCE is a great and good mother—her sons and daughters are the salt of the earth.

"MATTHEW ARNOLD" (accompanied with an excellent portrait) is the subject of an acute and sympathetic essay by Augustine Birrell in *Scribner* for November.

We commend the following extract: "Mr. Arnold had courage. Indeed he carried one kind of courage to an heroic pitch. I mean the courage of repeating yourself over and over again.

It is a sound forensic maxim: Tell a judge twice whatever you want him to hear. Tell a special jury thrice, and a common jury half-a-dozen times the view of a case you wish them to entertain.

Mr. Arnold treated the middle class as a common jury and hammered away at them remorselessly and with the most unblushing iteration. They groaned under him, but they listened, and, what was more to the purpose, their children listened, and with filial frankness told their heavy sires that Mr. Arnold was quite right, and that their lives were dull, and hideous, and arid, even as he described them as being."

THE SOCRATIC METHOD.

"Wise? why, no question but he was."
—SHAK.

SOCRATES claimed that "virtue is a knowing," and he asked questions of all persons who had a reputation for knowledge. He was not long in discovering, however, that his own superior wisdom lay not so much in his knowledge, as in his consciousness of ignorance—but it is admitted that he widened the entire horizon of Grecian thought.

An indictment was found against him "for corrupting the youth." "The penalty due is death." He was tried, convicted and sentenced to death.

He was supposed to have questioned his accusers about as follows:

Socrates. Come hither, Meletus, and let me ask a question of you. You think a great deal about the improvement of youth.

Meletus. Yes; I do.

Soc. Tell the judges then who is their improver; for you must know, as you have taken the pains to discover their corrupter. I observe, Meletus, that you are silent, and have nothing to say. But is not this rather disgraceful, and a very considerable proof of what I was saying, that you have no interest in the matter? Speak up, friend, and tell us who their improver is.

Mel. The laws.

Soc. But that, my good sir, is not my meaning. I want to know who the person is, who, in the first place, knows the laws.

Mel. The judges, Socrates, who are present in court.

Soc. What! do you mean to say, Meletus, that they are able to instruct and improve youth?

Mel. Certainly they are.

Soc. What! all of them? Or some only, and not others!

Mel. All of them.

Soc. By the goddess. Here this is good news! There are plenty of improvers then. And what do you say of the audience? Do they improve them?

Mel. Yes, they do.

Soc. And the senators?

Mel. Yes; the senators improve them.

Soc. But perhaps the ecclesiastics corrupt them? Or do they also improve them?

Mel. They improve them.

Soc. Then every Athenian improves and elevates them; all with the exception of myself, and I alone am their corrupter? Is that what you affirm?

Mel. That is what I stoutly affirm.

Soc. I am very unfortunate if that is true. But suppose I ask you a question. Would you say that this holds true in the case of a horse? Does one man do them harm and all the world good? Is not the exact opposite true? One man is able to do them good; or, at least, not many. The trainer of horses, that is to say, does them good, and others who have to do with them rather injure them? Is not that true, Meletus, of horses or any other animals?

Yes, certainly. Whether, you, Anytus, say this or no, that is no matter. Happy, indeed, would be the condition of youth if they had one corrupter only, and all the rest of the world their improvers. And you, Meletus, have sufficiently shown that you never had a thought about the young. Your carelessness is seen in your not caring about the matters spoken of in this very indictment.

CONCLUSION OF SOCRATES'

DEFENSE.

Wherefore, O Judge, be of good cheer about death, and know this of a truth, that no evil can happen to the good man, either in life, or after death. For which reason I am not angry with my accusers or my condemners. They have done me no harm, although neither of them meant to do me any good, and for this I may gently blame them. Still, I have a favor to ask of them. When my sons are grown up, I would ask you, O my friends to punish them; and I would have you trouble them as I have you troubled you if they seem to care about riches, or anything more than about virtue; or if they pretend to be something when they are really nothing; then reprove them as I have reprovéd you, for not caring about that for which they ought to care, and thinking that they are something when they are really nothing. And if you do this, I and my sons will have received justice at your hands.

WE are not our own. We are for use, for benefit, for enlightenment, for virtue, for truth and humanity. In giving we do not impoverish.

A MEASURE OF SEED CORN, Gathered from Various Sources.

BY WILLIAM M. RRYANT.

(70.)

TRACE the names of men whose deeds have proved worth recording in the world's history, and round each you will find "Fanatic" written with bristling envy in all the dialects of his time. But watch how through succeeding years the word fades, glimmers, blurs, until behold in after ages its transfiguration becomes complete and encircles the name with a halo that announces the world's award of "Hero" as his due. Thus are the saints of History canonized!

(71.)

There are thousands of drunkards beyond reclamation. It is dreadful. There are millions of men leading temperate, vigorous, reasonable lives. It is glorious. There are thousands of men whom you cannot safely trust. It is demonic. There are millions of men who would never betray your confidence. It is divine.

(72.)

The great man, the organizer, poet, creative genius, is ever a John the Baptist, with simplicity of life and singleness of purpose concentrating his whole being in a message to men the burden of which is: Prepare, build, construct, develop to the full the institutions of human society as the divine Way along which man may pass with ever-increasing ease and rapidity toward the fulfillment of his own divine nature. For just these institutions are the paths that in the course of history are slowly becoming straightened and simplified and brought into consistency with the rule of reason and over which man as the advancing god must proceed.

(73.)

So live that you may be ever able to look with perfect steadiness into the very depths of your own soul and not to be ashamed.

(74.)

"Genius is infinite capacity for work," says Hegel. "Genius is infinite capacity for getting along without work," says the over-confident youth.

(75.)

Doubtless no other contradiction arises more frequently in practical ethics than that between the disposition to please and the disposition to do right. And the one safe rule is: Better to do right and not to please than to please and not to do right.

(76.)

The fact that the law of Reason is a necessary (unchangeable) law does not make it necessary (compulsory) that I should follow that law.

(77.)

Day is where light shines. And light shines only in the soul of an honest man.

(78.)

Years are the ripple-marks on the shores of the sea of Time.

(79).

The geologic æons, moving as they have ever done and must ever do with the very deliberation of Fate, what did and what do they but prepare the way for the lightning-like velocities of man the thinking-doer, the conqueror of necessity, the progressive, resistless realization of Freedom? Nay, Fate itself, what is that but a phantasmal eternity infinitely stretched out. While freedom is eternity infinitely real and concentrated within a single moment, and all inclusive, self-perpetuating, infinitely vital. Now.

(80).

In my dream I beheld a river, coming I knew not whence, going I knew not whither. I awoke and learned that the river came from the mountains, from the clouds, from the sea, into which also it ceased not to flow.

I dreamed again, and when I awoke I saw that the river is the swift stream of all things changeable, its source the divine Power, its course the divine Method, its destination the limitless sea of the divine Substance, from which likewise it is forever emerging and sweeping through all the splendors of nebulae and burning suns and blooming worlds and young souls sparkling with the quenchless brilliance of eternal Life.

THE Elmwood Seminary and Missouri Presbyterian Normal School at Farmington, Missouri, was established for the thorough Christian training and education of young ladies and it offers every needed facility. The situation is healthful; the grounds are extensive and beautiful; the rooms for living and school purposes are well furnished with all modern conveniences; the most approved methods in teaching are adopted, and the expenses are reasonable.

Rev. A. W. Wilson, Principal, has had a large, varied and successful experience in Tennessee, Texas and Missouri, both as a teacher and pastor.

He is ably assisted by his two daughters, who have had the advantages of the best schools in the country; and a musical training such as the Boston Conservatory of Music and other similar institutions afford.

Farmington has already become a somewhat noted literary center. Carlton College and one or two other institutions of a high grade, are to be found there, and there is also one of the best and most popular and efficient public schools in the State carried on by Prof. J. U. White and his able corps of assistant teachers.

The W. C. T. U. are active in suppressing the saloons so as to keep the young people who are drawn there for educational purposes away from temptation as much as possible.

There is a spirit of unanimity and cordiality among the people which is altogether wholesome and commendable, and they all rejoice in the growing prosperity which this feeling brings.

A course of lectures of a literary and scientific character has already been arranged for this season in which the people all unite also.

THE close of the Exposition was marked quite appropriately by a handsome recognition of Sam M. Kennard and R. M. Scruggs. These gentlemen have been the active causes of an annual exhibit unrivalled by other cities. They have done more for the assertion of St. Louis' claims than any other of our merchants.

They have subordinated all questions of immediate profit to the larger interest of a proper presentation of St. Louis industries.

They are both Southern men, and this fact is worth noticing, as they represent an intelligent public spirit worthy of general imitation both sides of Mason and Dixon's line.

The JOURNAL has never been boastful in regard to St. Louis, but it has never failed to proclaim those excellences which St. Louis undoubtedly possesses. It is for this reason that it welcomes, after many days, the appearance in public life of men such as David R. Francis, Sam'l M. Kennard, and R. M. Scruggs—men to whom wealth and prominence is a responsibility and not simply a means for personal ostentation.

The JOURNAL trusts that having thoroughly organized the Exposition, Messrs. Kennard and Scruggs may lend their aid toward a fuller understanding of the value and need of educational enterprises.

MRS. L. A. WIGGIN has again begun her generous labor in "The Factory Girls' Free Evening School."

The need for the work is beyond question, and the generous spirit of Mrs. Wiggin, who adds this to her labors as a day school teacher, is beyond all praise. The public can aid by supplying such juvenile books and papers as have lost their charm for their own children. The library should receive liberal support from this source. Any books or papers may be sent to 2000 Forest Ave. or to the Carroll School, 10th and Carroll Streets.

We fear our teachers and school officers do not weigh quite as carefully as they ought these *practical wise* words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true because so much *more* work can be done, and so much *better* work can be done, "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are *absolutely* essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these tools to work with, without delay.

It is a good plan to circulate this JOURNAL and other educational papers among the people.

CALIFORNIA.

"For its bounty
There is no winter in't."

—SHAK.

MR. W. B. BANCROFT of the great California publishing firm—'The Bancroft Co.'—was recently interviewed by the Chicago "Inter-Ocean" and told much of interest about the Pacific Slope. The meeting of the National Educational Association in San Francisco is so recent that the readers of the JOURNAL will be sure be glad to have further information about California.

Mr. Bancroft in addition to his long residence and participation in the activities of business life, is alike temperate in his expressions and moderate in his views.

He says of the leading industries of the state:

Our yield of wheat is, for average years, \$30,000,000.00; of gold \$15,000,000.00; of wool, \$7,000,000.00; of lumber, \$10,000,000.00; of silver, \$2,000,000.00; of quick-silver, \$1,500,000.00; of butter, \$3,500,000.00; of cheese, \$1,750,000.00. Of the fruit product, he says, that of grapes there are 200,000 tons, half of which is converted into wines and brandies, and the remaining half used as fruit.

Of oranges, lemons, figs, olives, almonds, etc., 2,000,000,000 lbs., may be taken as the annual produce.

Mr. Bancroft further discusses the political probabilities of California but these we omit.

If Mr. Bancroft is not an exceptional representative of his State, there is no doubt but that California's prosperous present is but an earnest of a yet more glorious future.

THEODORE ROOSEVELT who has in various capacities claimed public notice, and who has never disappointed his public, has re-printed in book-form "Essays on Practical Politics" (G. P. Putnam's Sons.)

Mr. Roosevelt's attempt is not to provide a panacea, but to clarify popular ideas. "Phases of State Legislation" and "Machine Politics in N. Y. City," are the titles of the Essays, and they will be found to be fairly descriptive. Mr. Roosevelt, has in this small volume, done a work alike creditable to himself and helpful to the general reader, and the G. P. Putnam's Sons have issued no volume more characteristic of their plan of furnishing the general public information which it specially needs.

Mr. Roosevelt perceives—and what is of greater importance, makes his reader perceive—that good government cannot be secured merely by teaching civics in the public schools.

He urges strongly—and, let us hope, effectively—that the conditions of reform must be an acquaintance with the real situation and a willingness to sacrifice some small amount of time and effort in the defence of our rights.

Education at present, at least, pres-

ents the same problem, and we are to decide whether to have Boss-rule or wise legislation. Add this book to your library.

THE J. B. Lippincott Co., have just furnished Vol. II., of "Chambers Encyclopædia," which was noticed at length in a late issue of the JOURNAL. Vol. II. runs from Bechuanaland to Cataract. The article upon Beethoven is written by Sir George Grove, whose Dictionary of Music holds so high a rank. G. Barrett Smith, favorably known to readers of good literature, discusses Robert Browning. George Saintsbury furnishes the article upon Byron, and it is unnecessary to say that the poet is not likely to find a more discriminating critic. California is discussed by Dr. Chas. W. Greene. Thomas Carlyle is reviewed by W. Wallace who avails himself of the plentiful resources which have become accessible since the death of the great iconoclast.

Our readers will find Chambers a most convenient work of reference, and one whose low price puts it within the reach of all.

D. APPLETON & Co., present Bain's "English Composition and Rhetoric, enlarged edition. Part II. — Emotional Qualities of Style."

Mr. Bain's competency to discuss the subject of Composition and Rhetoric is too well established to call for comment. His present effort is, as it were, a philosophy of composition and rhetoric, and he cites freely illustrative passages from the masters of English literature.

Even a teacher of language lessons might find her efforts strengthened by an acquaintance with Mr. Bain's book, for it would be found stimulating and suggestive.

PROFESSOR FRIEZE, of the University of Michigan, has earned high rank as an editor of Latin Classics. His latest work is the "The Tenth and Twelfth Books of the Institutes of Quintilian," which has just appeared among the publications of D. Appleton & Co.

For our very young folks Palmer Cox's "Queer People with Paws and Claws," will be a treat; and to those who have to entertain our restless kindergartners, the book will be equal to a special dispensation.

Let it be added to school libraries as a Supplementary Reader. Hubbard Bros., Phila.

The Century Co. has republished Edward Eggleston's story of "The Graysons." It has the same general quality as "The Hoosier Schoolmaster" and doubtless will be welcomed by the same large class of readers.

"FLOWERS and fruits are always fit presents; flowers, because they are a proud assertion that a ray of beauty out-values all the utilities of the world."

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

THE strength which the real teacher imparts to the pupil leads him to triumph over himself, his limitations and environments all the time, and hence he is inspired with the sentiment of love and generosity.

This is the lasting gratitude pupils feel and express to the real teacher.

CULTIVATE a generous enthusiasm among the pupils—for this links effort to the beyond and the invisible. This it is which gives to man empire over man and matter alike.

TRUTH, like nature, acts by a progressive and regular development, each increment added enriching all the rest.

REMEMBER all the time that if there is but to-day to sow the seeds of truth—there are ages for the operation of the good you do, as a teacher and instructor.

CAN there be in this world, a more wretched economy than that of stinting and crippling the action and power of the mind?

THE people are hungry and thirsty for the joy and power of a better life of which our teachers are the prophets and apostles.

Look often into the biography of those who have become illustrious; the reputations of the great are the precious heritage of the race.

OUR Premiums are useful to the teacher, the pupil, the parent, and to all school officers. Send stamp for circulars and sample copies of this JOURNAL.

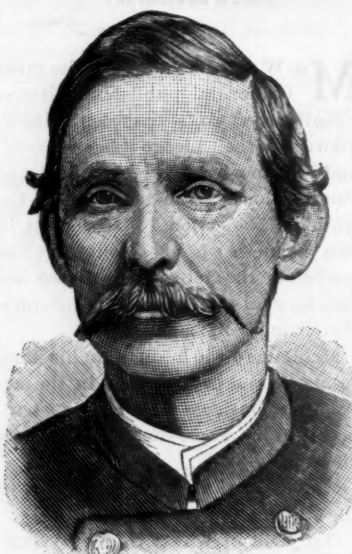
OUR duty, as an Editor, and our work as a teacher, like yours, is to build up and preserve and perpetuate—not to destroy or pull down.

APPLY THIS TO THE BLAIR BILL.

"THERE is never any doubt as to the result when a naked question of right or wrong can be placed clearly and in its true light before the Legislature. The trouble is that on many questions the legislature never does have the right and wrong clearly shown it. Either some bold, clever parliamentary tactician snaps the measure through before the members are aware of its nature, or else the obnoxious features are so combined with good ones as to procure the support of a certain proportion of that large class of men whose intentions are excellent, but whose intellects are foggy."

THEODORE ROOSEVELT.

KENTUCKY.



COL. ROBT D. ALLEN, A.M., M.D.,
Of the Louisville Military Academy.

"One of these men,
Who is Genius to the other."
—SHAK.

"NOT quite so important *what* is taught, as *who* teaches my boy," said one of the wisest of modern philosophers.

Some persons seem endowed with a *genius* for teaching and training children, and in the unfolding and ripening of the character of their pupils this genius reaches out and fertilizes and flowers in all the after life of the person thus trained.

Col. Allen seems to us to be one of these specially endowed teachers for training youth. He seems to have the faculty of reading, as Dr. Wm. T. Harris says, "the intuitions of genius into the life and character of his pupils" wisely and constantly insisting at the same time upon those habits of punctuality, regularity, self-control and industry which are the foundations of all moral character, and that on these as a basis is built the healthful co-operation of man with his fellow-man.

He teaches, too, that "genius is the power of hard thinking." The two simple words which Newton employed to explain his own greatness are "patient thought."

The faculty of which we now speak, and which our countrymen largely possess, is an aggregate in which imagination, intelligence, and sentiment, are equally elevated and exactly combined. It is a soul whose glance penetrates exalted ideas, and whose skill can embody them in marble, in brass, in speech and in writing; communicating to each offspring of the intellect a power from the heart, which in turn hurls it all living into the hearts of others.

Genius is the most beautiful endowment, and the most indomitable force possessed by mankind; one can despoil man of rank, or of fortune, but genius is invulnerable.

It is the greatest among finite powers; an intuition vast and subtle to perceive the relations that unite all gradations of being, a limpid lake wherein God and the universe are reflected with as much brilliancy of tint as splendor of light.

When employed by those who are richly endowed, it is the faculty of rendering ideas visible to those who are not blessed with native vision to discover for themselves; it makes thought palpable in bold imagery, and imbues it with a power to touch, enlighten and subjugate, analogous to what one experiences when love comes to seize our attention and command our will.

In the ideals which genius creates, we meet with no dry mechanism, but an organic nature throbbing with the highest pulsations of life.

Its offspring emanate from the inmost depth of the soul, and unfold with wondrous charms peculiar to each like works fresh from the hand of God.

Every mind endowed with high creative power, is a mystery standing by itself, a flower from Paradise, redolent of fragrance and perpetually blossoming with original charms but forever unmingled with others and unexplained.

Who can ever mistake the spirit of beauty that hovers over Raphael's pictures and who can ever analyze its power?

Who has not been moved by the intellectual breath, the inner charm of soul that reigns in Shakespearean creations, and yet who can define the influence which compels us to shudder or shout when we contemplate their features and feel their touch? We believe that genius is taste in its greatest perfection, formed by long practice on the best models, and so disciplined as to create excellence with spontaneous ease.

Sophocles, speaking of his great predecessor in the tragic art, said very happily: "Æschylus does what is right without knowing it."

THE ONE GREAT NEED

OF the present day, felt alike by all classes has been an

ATLAS OF THE WORLD,

that should combine elaborateness of detail with simplicity of arrangement, the utmost reliability of data with comprehensiveness of statement, and that "ATLAS OF THE WORLD" you find fully described on page 14, and we send it—one copy only—as a Premium with the AMERICAN JOURNAL OF EDUCATION.

Send for circulars, and enclose 2 cent stamp for sample copy of this JOURNAL.

TEACH the children that application is the price to be paid for mental acquisition and that no harvest can be reaped unless the seed is sown.

GEORGIA.

"Haste is needful in this desperate case."
—SHAK

GEORGIA favors *National Aid* to Education.

The late honored, efficient and much loved State School Commissioner, Hon. Gustavus J. Orr, in his last official report said:

"Identified with the movement in favor of national aid to education from the beginning, my interest in the subject has suffered no abatement. It has rather become intensified.

How could it be otherwise when our educational wants and our inability to properly meet these wants are always before me? I entered into a full discussion of all the questions connected with this subject in my last report. I shall not repeat the views then presented.

I feel assured that a majority of the people of the State are with me. Three successive Legislatures have put themselves on record as endorsing. Emboldened by this evidence of the popular desire, and fortified by earnest convictions, I again ask action on the part of the present General Assembly on this subject, feeling assured that favorable action will not be without its weight in the final decision of the question."

At a meeting of the County School Commissioners the following resolutions were unanimously adopted:

"Resolved, That in order that the provision of the Constitution, which declares that there shall be a thorough system of common schools in the State, may be carried out in its true spirit, we earnestly request the Legislature to increase the general school fund by such means as they may think best until it shall be large enough to secure thorough efficiency in our public schools."

Of the necessity for larger expenditures for the common schools of Georgia, Commissioner Orr states the following facts:

"The census of 1880 makes the alarming exhibit that we have in Georgia 128,000 white persons over ten years of age, and 392,000 colored persons of the same class, making a total of 520,000, one-third of the entire population, who cannot write their names.

Words cannot give as much emphasis to the necessity of an efficient State system of common schools as is given by these facts."

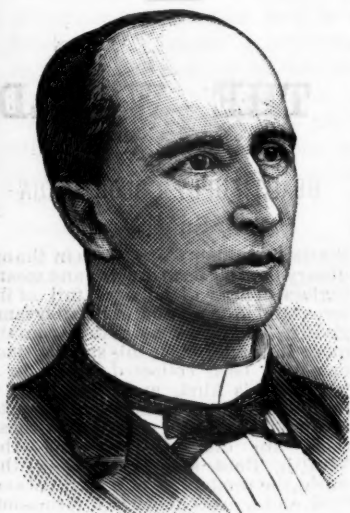
Georgia like all the other Southern States needs the help the Blair Bill would give to keep the schools open and to employ and pay competent teachers to conduct them.

We do not know exactly where teachers can find quite so much of practical value to themselves for the same amount of money, as in that series of 1001 questions and answers advertised on page 16.

We send either one of these books though, *postpaid*, and the AMERICAN JOURNAL OF EDUCATION *post-paid*, one year for \$1. Better look them over!

NORTH CAROLINA.

"A son that well deserves
The honor and regard of such a father."
—SHAK.



GEORGE T. WINSTON,
PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY.

WE are indebted to the courtesy of Mr. Eugene G. Harrill, Editor of the *North Carolina Teacher*, for the above cut of Prof. George T. Winston of the University of North Carolina, and for the following sketch of the life and work of this eminent educator.

Next to the sight of great persons, the ideal knowledge of them is interesting and important, through careful study of their careers.

The way to keep up our faith in virtue, if it flags; and to enlarge our conception of greatness, if it shrivels, is to turn from the small proportions of jealous people about us, and our own easy defeats, and go into the society of the eminent servants of truth and right, whose devotion cannot be questioned and whose biographies are like suns in the firmament of history.

The test of a great teacher is this—that he has carried forward and upward the plan of human improvement; that he changes existing circumstances in society so as to better its condition; he is one of the lights of the world and not a reflection; he commands the confidence and admiration of others; he is refreshed and invigorated by the inexhaustible resources and inspirations of his associates unfolding into larger life. He is exhilarated by those streams of influence which intersect his life at every turn, just as by the mysterious attraction of nature the highest mountains draw up through a thousand hidden tubes the waters that thunder in the cataract and sparkle in beauty along the flowery plains below.

"Professor Winston was born in Windsor, Bertie county, in 1852, and is now in his thirty-sixth year, and his portrait which is a very good likeness, will be promptly recognized by many thousands of his warm personal friends throughout North Carolina and the South.

He was prepared for college by that master mind-builder, Professor James H. Horner, of Oxford, with whom he spent some three and a half years. After the close of the war he received an appointment as midshipman in the United States Navy, and entered the academy at Annapolis and stood No. 1 in a large class before the examining board, and it may be said to his honor that he is probably the only North Carolinian who has ever taken a first position, in a class, at either West Point or Annapolis.

Not being specially fond of the naval service, and desiring to complete his literary education, he shortly resigned his position and entered Cornell University, New York. Completing the course there he graduated with high honor in a very large class in June, 1874, and was immediately appointed instructor in that celebrated institution of learning.

In 1875, Professor Winston was offered the Chair of Latin, in the University of North Carolina, which position he has most acceptably and honorably filled for the past thirteen years and now holds, to the joy of many University boys who daily "sit at the feet" of this favorite North Carolina teacher.

In addition to the regular work in which Professor Winston is engaged at the University he has delivered many of the finest educational addresses which it has been the pleasure and privilege of our people to hear in this State, and during the years the summer Normal School existed at Chapel Hill he was a regular lecturer and teacher in each of their sessions. He has also kindly accepted invitations to lecture before many leading schools throughout the State, and in every instance he has found a most cordial and hearty reception from very large and cultured audiences. His style as a speaker is peculiarly his own, having a most fascinating originality about it, interspersed by frequent flashes of genuine wit and the highest order of eloquence, and no person has ever heard him on the rostrum who does not remember the occasion with exceeding pleasure.

As one of the earliest and strongest friends of the North Carolina Teachers' Assembly, we give his record with the greatest pride. He has, by word and deed, been most thoroughly identified from the beginning with this grand movement towards the professional organization and mutual improvement of his North Carolina co-workers, heartily giving his aid, influence, sympathy and presence in all the work of the Assembly in placing his native State in the educational lead of all others in the South. Therefore the North Carolina Teachers are glad to honor him and our University, which he so faithfully represents, by placing him at the head of this, the largest and most prominent organization of professional teachers

of its peculiar kind to be found on the American continent.

Professor Winston has received a broad education, both from the North and the South. Thus he is extremely liberal in his dealing with all professional questions, and the high respect which he accords to the opinions and methods of other conscientious teachers has won for him the universal admiration and love of the brotherhood wherever he is known. He is in favor of all good methods of teaching, whether new or old, without regard to their nationality or the character of their originators, or followers and thus he proves himself to be a true teacher."

WORTH ITS COST.

"If you accept them,
Then, their worth is great."
—SHAK.

OF all sections of our Union, certainly New England, or Yankee land, is the part where the people calculate vigorously what will pay, and drop suddenly what does not pay.

Of all New England, as certainly, old Connecticut is as keen as the keenest—a pioneer of education—first of all the world and foremost in school-fund and schools; quick to see and pursue her own interest.

Of all Connecticut, old Hartford is the capital—a centre of manifold industries and monied interests.

The High School of Hartford was burned down in 1882. It had been conducted by Thomas K. Beecher, by W. B. Capron, by S. M. Capron, by J. L. Hall. It had cost some \$200,000.

Did the keen business men of Hartford let it stay in ashes, a ruinous, blackened heap? No, in two years it was rebuilt at a cost of \$285,000 on broader foundations and as fireproof as it can be so made. This was the verdict of the taxpayers and voters of stanch, shrewd, driving old Hartford; an enthusiastic and triumphant vindication of the splendid achievements of the High School, by the unanimous verdict of a community of some 45,000 people, of the highest intelligence, refinement, and morals. Is not that a signal triumph for the High School?

New Haven, having about 65,000 population, has fully sustained and essentially strengthened its High School, by enlarging its course of instruction, and extended it one year for its graduates and others, in a new school-building with greater facilities; and still more by courses of lectures in the High School Hall by eminent educators, thus causing teachers and citizens to be more enlightened on higher matters of education.

In a city and community like that of New Haven, the seat of Yale College for the best part of two hundred years, and the centre of busy commerce and rapidly increasing manufactures—is not this a marked triumph for the High School?

Long-Standing

Blood Diseases are cured by the persevering use of Ayer's Sarsaparilla.

This medicine is an Alternative, and causes a radical change in the system. The process, in some cases, may not be quite so rapid as in others; but, with persistence, the result is certain. Read these testimonials:—

"For two years I suffered from a severe pain in my right side, and had other troubles caused by a torpid liver and dyspepsia. After giving several medicines a fair trial without a cure, I began to take Ayer's Sarsaparilla. I was greatly benefited by the first bottle, and after taking five bottles I was completely cured."—John W. Benson, 70 Lawrence st., Lowell, Mass.

Last May a large carbuncle broke out on my arm. The usual remedies had no effect and I was confined to my bed for eight weeks. A friend induced me to try Ayer's Sarsaparilla. Less than three bottles healed the sore. In all my experience with medicine, I never saw more

Wonderful Results.

Another marked effect of the use of this medicine was the strengthening of my sight."—Mrs. Carrie Adams, Holly Springs, Texas.

"I had a dry scaly humor for years, and suffered terribly; and, as my brother and sister were similarly afflicted, I presume the malady is hereditary. Last winter, Dr. Tyron, (of Fernandina, Fla.,) recommended me to take Ayer's Sarsaparilla, and continue it for a year. For five months I took it daily. I have not had a blemish upon my body for the last three months."—T. E. Wiley, 146 Chambers st., New York City.

"Last fall and winter I was troubled with a dull, heavy pain in my side. I did not notice it much at first, but it gradually grew worse until it became almost unbearable. During the latter part of this time, disorders of the stomach and liver increased my troubles. I began taking Ayer's Sarsaparilla, and, after faithfully continuing the use of this medicine for some months, the pain disappeared and I was completely cured."—Mrs. Augusta A. Furbush, Haverhill, Mass.

Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Price \$1; six bottles, \$5. Worth \$5 a bottle.

Third, look at Bridgeport, with its population of 30,000 with many millions capital invested in great factories. It completed and occupied a new and commodious High school building for 1882-3, profiting by the satisfactory result in its sister cities during their experience of twenty years or more.

Next, look at Meriden, a city of 20,000 people, and it is a little surprising to see that the high school which was instituted in 1881, was so popular and welcome and largely attended as to need more accommodation. Therefore at the annual town-meeting, in 1884, was passed an appropriation, taxing themselves \$50,000 more for a new High School Building.

Can there be any doubt of the triumph of the High School there?

Yet it is stated, such schools are permitted rather than encouraged in Connecticut by law. The people certainly back them up, for there are twenty-four in the State.

L. W. HART.

COLLECTIVE man is omnipotent upon the earth—alone, man is a weakling and a failure.

THE discipline of difficulty, let us remember, is sometimes good.

AGENTS WANTED!

THE RAND-McNALLY STANDARD ATLAS OF THE WORLD,

CONTAINING
LARGE SCALE MAPS OF EVERY
COUNTRY AND CIVIL
DIVISION UPON THE
FACE OF THE
GLOBE.

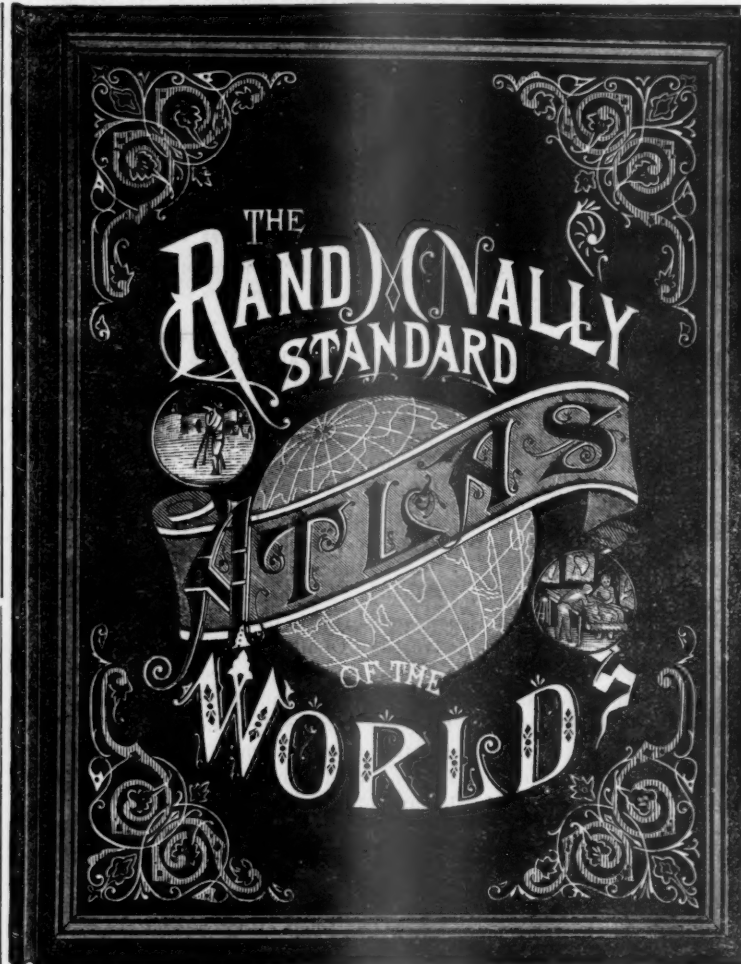
BEAUTIFULLY ILLUSTRATED
WITH COLORED DIAGRAMS, SHOW-
ING WEALTH, DEBT, CIVIL CON-
DITION OF PEOPLE, CHIEF PRO-
DUCTIONS, MANUFACTURES AND
COMMERCE, RELIGIOUS SECTS
ETC., AND A SUPERB LINE OF
ENGRAVINGS OF MUCH HISTORI-
CAL INTEREST AND VALUE, TO-
GETHER WITH MANY NEW AND
DESIRABLE FEATURES DESIGNED
EXPRESSLY FOR THIS WORK,
AMONG WHICH WILL BE FOUND
A CONCISE HISTORY OF EACH
STATE IN THE UNION.

THE interesting nature of geo-
graphical study, and the impor-
tance of a knowledge of geographical
facts are too generally recognized to
make it needful to put forward any
special plea on their behalf. This is
done every day by the newspaper
press, which, bringing us tidings of
the operations of armies and navies in
all parts of the world, of new markets
opened and new lands to be settled
in every clime, and of new discoveries
in the less known parts of the globe,
compels attention to geographical
facts, and makes every one feel the
need of authentic information regard-
ing them.

Where are Tunis and Cabes. Kair-
wam and Saragossa? Where is the
Soudan, the land of the false prophet?
Where are Herat and Khartoum?
Where are those regions of darkness
and ice explored by Greely, Nordens-
kiöld and other explorers; and where
those countries of luxuriant vegeta-
tion and overpowering heat, traversed
by Livingstone, Stanley and other
adventurous travelers? These are on-
ly a few of the questions that are on
the lips of every one, and which are
liable to take parents somewhat aback
when put to them by their own chil-
dren.

THE RAND-McNALLY STANDARD ATLAS OF THE WORLD

Is a work well fitted to enable every
one to give a precise and intelligent
answer to such questions, and many
others of similar nature, containing, as
it does, a combination of subjects and
advantages not hitherto offered in one
volume, or even in one book.



THE ONE GREAT NEED

Of the present day, felt alike by all
classes, has been an Atlas of the
World that should combine elaborateness
of detail with simplicity of ar-
rangement, the utmost reliability of
data, with comprehensiveness of state-
ment.

The trouble heretofore has been that
atlas publications have not kept pace
with the world's progress, and that
ancient maps have too often been used,
which, since no effort was made to
correct old errors or add new matter,
have proved misleading to the public
and worthless for reference purposes.
It was the determination of the pub-
lishers, when they began their un-
dertaking, to avoid, at whatever cost,
these serious defects of previous low-
priced publications, and they believe
that the Standard Atlas of the World
contains the most accurate delineation
of the earth's surface that has ever
been given in a low-priced work
within reach of everybody. Its geo-
graphical data are based upon the
most recent surveys of all civilized
countries, and the reports of scientific
expeditions and explorers. New
boundary lines, new towns of impor-

tance, recently discovered rivers or
mountains, have been verified and given
their proper places on the map, and
the result, revised by skilled geo-
graphers, is given to the public as at
once the latest and most complete
work of the kind yet produced.

THE MAPS

Are of large scale, compiled from the
most recent and authentic sources
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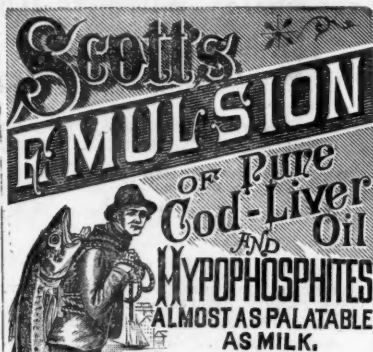
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